Texas Education Agency Mentor Program Allotment
Scoring Guide
Cycle 2 Application for SY 2021-22

Overview: This scoring guide is rooted in the statutory requirements of the Mentor Program Allotment (MPA) and is intended to provide guidance in filling out the LEA application. For each section of the application, Required Components are outlined to help you determine the minimum criteria for approval. Common Pitfalls to Avoid provide additional clarification by describing responses that do not fully meet MPA requirements and may impede successful implementation. All applications will be reviewed based on the extent to which they meet the requirements below.

Scoring: An LEA will score 1 point for any complete response that meets the requirements of this scoring guide. An LEA will score 0 points if a response is incomplete or does not abide by the listed requirements. To be awarded an allotment, LEAs must qualify for funding based on their priority points and available state funds, and score a total of 3 points on their application if they are partnering with an MPA Approved Provider or 4 points if they are using an LEA-created mentor training. Please refer to the MPA Guidelines for more information.

Scoring Breakdown Table: All items are assigned a point value of 1 or 0 based on criteria description above. Option 1 LEAs refer to LEAs using an LEA-created mentor training and Option 2 LEAs refer to LEAs partnering with an MPA Approved Provider.

Section	Option 1 LEAs	Option 2 LEAs
Assurances	1	1
Time for Mentoring Sessions	1	1
Research or Evidence Base for Mentor Training	1	N/A
Scope & Sequence	1	1
Campus Implementation List	N/A	N/A
Qualtrics (online submission)	N/A	N/A
Total required points for approval	**4**	**3**

Application (Attachment A) Scoring:

Section	Required Components	Common Pitfalls to Avoid
Assurances	*Scored for completion only.* *LEAs agree to meeting the MPA requirements by checking all the boxes.*	*Scored for completion only.* *LEAs agree to meeting the MPA requirements by checking all the boxes.*
Section 1: Time for Mentoring Sessions	For mentor and beginning teachers to meet for the 12 required hours per semester, LEAs must use at least one of the following options: release time or reduced teaching load.	• Lacks sufficient detail in outlining an intentional and reasonable plan for mentor and beginning teachers to meet

Section	Required Components	Common Pitfalls to Avoid
Section 1: Time for Mentoring Sessions (Continued)	Release time is defined as giving a teacher time off from teaching and other responsibilities to meet for mentoring sessions. Reduced teaching load is defined as assigning a teacher less instructional time, but not less than an average of four hours each day. • Outlines an intentional and reasonable plan for mentor and beginning teachers to meet for 12 hours per semester using release time or reduced teaching load • Clearly specifies time during the regularly contracted school day for mentoring sessions, outside teacher planning time of 45 minutes per instructional day as entitled in TEC §21.404 • Clearly demonstrates evidence of a centrally coordinated and monitored approach across campuses	• Does not indicate release time or reduced teaching load as the primary method for coordinating mentoring sessions • Specifies mentoring sessions during teachers' planning time which should remain separate as entitled in TEC §21.404 • Only indicates mentoring sessions for outside of the regularly contracted school day (e.g., afterschool, during campus professional development) • Demonstrates little to no evidence of a centrally coordinated and monitored approach • Demonstrates that individual campuses or campus leaders are largely responsible for coordinating mentoring sessions with little to no LEA support and oversight
Section 2: Scope & Sequence	*Refer to the Scope & Sequence (Attachment B) tables for scoring guidance.*	*Refer to the Scope & Sequence (Attachment B) tables for scoring guidance.*
Section 3: Research or Evidence Base of Mentor Training (Only for LEAs using an LEA-created mentor training program)	*Refer to the training topics and best mentorship practices table The content refers to what is covered in the training (training topics and best mentorship practices*). The design and delivery refer to how mentor teachers are trained (i.e., providing sufficient time and opportunities for mentor teachers to practice what they learn). • Cites and describes sources of research or the evidence base that influenced the mentor training	• Cites sources that cannot be viewed or accessed for review • Fails to describe how the research or the evidence base influences the mentor training • Provides context on the history of the training or general research on why mentoring matters, but does not clearly describe how it influenced the content or design and delivery of the training • Addresses topics and best mentorship practices*, but does not provide compelling or clear context for how the research or the evidence base influenced the training

Section	Required Components	Common Pitfalls to Avoid
Section 3: Research or Evidence Base of Mentor Training (continued)	• Provides context for how the research or the evidence base influenced both the content and the design and delivery of the mentor training program • Provides context for how the research or the evidence base leads to effective training and use of best mentorship practices* • Demonstrates clear alignment to the Scope & Sequence (Attachment B) in content, design and delivery of training (i.e., research or evidence on coaching cycles should be reflected as a topic in the Scope & Sequence and as the implications for the design and delivery)	• Does not clearly demonstrate alignment to the Scope & Sequence in content, design, and delivery of the training

Scope & Sequence (Attachment B) Scoring:

Option 1: For LEAs using an LEA-created mentor training program and seeking commissioner approval

Required Components	Common Pitfalls to Avoid
Refer to the training topics and best mentorship practices table • Describes the LEA-created mentor training program and outcomes in detail • Demonstrates how the training will effectively develop the mentor teachers' knowledge, skills, and mindsets • Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester • Indicates a minimum total of 18 hours of mentor training over the course of the year to effectively develop their knowledge, skills, and mindsets • Covers and aligns to all five required training topics and most of the best mentorship practices* over the course of the year	• Lacks sufficient detail in describing the training program and outcomes, and demonstrating their effectiveness in preparing mentor teachers • Fails to describe how the training will effectively develop the mentor teachers' knowledge, skills, and mindsets • Does not include at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester • Fails to indicate the minimum total time of 18 hours for mentor training • Fails to provide sufficient clarity on training duration (i.e., training is offered November 1-3, but duration is only provided for November 1)

Required Components	Common Pitfalls to Avoid
• Dedicates time for mentor teachers to develop the necessary skills through meaningful practice • Provides explicit opportunities for mentor teachers to practice using effective feedback models like the "See It, Name It, Do It" framework briefly outlined below: **See It:** Activities that allow participants to clearly see a model of a particular practice executed at a high level **Name It:** Activities that allow participants to detail with specificity the actions necessary to execute a practice at a high level **Do It:** Activities that provide an opportunity for participants to practice specific actions viewed in See It and detailed in Name It • Evaluates mentors' skill development in the Measures of Success	• Fails to cover and align to all five required training topics* or dedicate sufficient time to meaningfully cover all the topics in preparing mentor teachers • Fails to demonstrate alignment to best mentorship practices* in the training objectives • Lacks sufficient time and opportunities for mentor teachers to meaningfully practice in trainings • Only evaluates mentor knowledge or perceptions in the Measures of Success • Exclusively or heavily focuses on training for mentees with mentors in attendance instead of training for mentors and those supporting mentees • Includes incomplete or blank components

Scope & Sequence (Attachment B) Scoring:
Option 2: For LEAs partnering with an MPA Approved Provider for their mentor training program

Required Components	Common Pitfalls to Avoid
• Lists an MPA Approved Provider • Specifies LEA name and training dates within Scope & Sequence • Includes at least one training before the beginning of the school year, one in the fall semester, and one in the spring semester • Communicates with Approved Provider about partnership prior to application submission • If applicable, describes meaningful coaching and implementation supports that are provided by the Approved Provider to each mentor for a minimum of eight times over the course of the year (respond to the two questions in Attachment A)	• If applicable, fails to indicate coaching and implementation supports provided by the Approved Provider to each mentor for a minimum of eight times over the course of the year • Includes incomplete or blank components (e.g., LEA-specific information, training dates)

Campus Implementation List (Attachment C) Only for LEAs intending to implement MPA on a subset of campuses
Not included in final score.

Qualtrics Application Component (online submission tool)
LEAs must fully complete all questions and upload all necessary attachments to Qualtrics. LEAs will receive a confirmation email and will be able to view a summary of responses. We highly encourage LEAs to carefully review their application and resubmit any sections of the application that were incorrect before the application deadline. Please note that TEA will not approve any incomplete applications.

*Table of Training Topics and Best Mentorship Practices

Training Topics	Best Mentorship Practices
1. Effective Mentoring Partnership	• Develop a trusting and caring relationship with beginning teachers (BTs). • Meet frequently with BTs and use mentoring time effectively and efficiently. • Communicate effectively with BTs and use mentoring and coaching language. • Apply tenets of adult learning theory in interaction with BTs. • Engage in conversations with BTs around diversity, equity, and culturally responsive teaching. • Understand the typical BT experience and tailor support to meet their needs.
2. Coaching Cycles	• Conduct effective instructional coaching cycles with BTs. • Appropriately differentiate coaching for BTs. • Build BT skills related to effective teacher-family partnerships and coach BTs on how to conduct conferences with family members.
3. Data-Driven Instruction	• Support BTs' use of appropriate formative and summative assessments. • Build BT skills to analyze student work and achievement data and support BTs in the development of reteach plans. • Use data to support BTs in setting professional goals.
4. Lesson Planning	• Support BTs in developing or preparing lessons that are TEKS-aligned, culturally responsive, differentiated, and use research-based techniques.
5. Learning Environment	• Support BTs to create a welcoming, safe, and inclusive learning environment for all students. • Support BTs in using culturally responsive teaching techniques. • Build BT capacity in developing and implementing classroom routines and procedures that maximize instructional time. • Build BT capacity to manage student behavior by implementing an effective behavior system.